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ABSTRACT

This Virginia State Department of Education publication providing summary data on programs, projects, services, and activities funded in whole or in part under Title I Elementary Secondary Education Act during the 1972-73 regular school session and the 1973 summer session is organized into four parts as follows: Part 1 is an "Introduction". Part 2 provides a "General Analysis of Title I." "State Educational Agency Supervision and Administration" is dealt with in Part 3. Part 4, "Summary Data" includes 17 subsections specifying, respectively: Number of children participating, percent children by ethnic and racial characteristics, percent of enrollment by grades, number of children by instructional activity, average class size, approximate cost of selected activities, number of staff positions funded by Title I, approaches which contributed most to accomplishing objectives, qualifications of teacher aides, most pressing needs; pupil, teacher, parent, and community reaction; inservice training of personnel, evaluation methods and devices used, success of the Title I program, miscellaneous data, Title I activities for delinquent children in institutions, and Title I activities for children of migrant workers. (JM)

ED105002

TITLE I
in Action

EVALUATION SUMMARY DATA

1972-73
REGULAR SESSION
1973
SUMMER SESSION

VIRGINIA

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EDUCATION & WELFARE
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INTRODUCTION

The Title I Program in Virginia is made possible by the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended. This act provides federal funds for compensatory education programs for children living in low-income communities. It also provides funds to accelerate the learning of children of migrant agricultural workers and children in State-supported institutions for the handicapped and delinquent. Virginia received during the 1972-73 school year a total of $34,168,826, which included the following allocations:

For children from low-income families	$31,354,823
For children in urban and rural schools (low income)	$ 684,481
For children in State-supported institutions for the handicapped	$ 735,515
For State-supported institutions for the neglected and delinquent	$ 473,562
For the children of migrant agricultural workers	$ 572,934
Administration	$ 347,511

This report deals primarily with the program for children in low-income families. Separate evaluations are submitted for the other funded programs.

Each participating division developed its own program using the information obtained from required needs assessments and feedback data from State and local evaluation reports. Performance and process objectives were established for each activity included in the program. Each program was planned and monitored to assure that the objectives were accomplished. Prior to the beginning of the program an evaluation design was developed to measure the effectiveness of the instruction.

During fiscal 1973 the greatest emphasis was placed on reading and mathematics. The results of standardized tests showed that this emphasis was effective. Many of the students achieved at a rate comparable to national and local norms. This is significant since all students enrolled in Title I classes were low achievers who usually were at least one year behind their peers.

It is recognized that success expressed in terms of grade equivalent, as measured by standardized tests, which are not specifically designed to measure how much a low-achiever has learned, may not show accurately the real accomplishments of the Title I students. Though standardized tests results have many weaknesses, they seem to be understood best by educators and lay people. Many local evaluation reports point out that achievement is measured much better by criterion-referenced tests and subjective evaluation by teachers and parents. Progress often was reflected more clearly in the eyes of the child when he experienced success, perhaps for the first time, and in his change of attitude towards his peers and school.

General Analysis of Title I

The evaluation data which follow are generally self-explanatory. They set forth the extent of the program in Virginia, the educational and support activities provided, the success of the program, and many factors which have helped to provide better opportunity for the educationally disadvantaged. The following general observations of the results of the Title I program are based on data available to the Title I Office of the State Department of Education.

1. Title I programs were provided in all but one division in the state during the fiscal year 1973. There was an increase of 7,187 in the number of students enrolled, and the cost per student decreased $23.88. (Reference Page 13)

2. Since the Title I program began most of the funds available have been spent for instruction. During 1973 expenditures for construction accounted for only .1 percent and equipment only .9 percent of the total expenditures. There has been a continued decrease in expenditures for construction and equipment since the Title I program began. (Reference Page 14)

3. The Title I Program serves 7 percent more Negro than white children, and serves more rural communities than urban and suburban ones. (Reference Pages 13 & 14)

4. The percent of students in the early elementary grades has increased steadily, reflecting the empasis that has been placed on programs for young children. Enrollment in high school programs has decreased. This trend relates directly to achievement results obtained through evaluation in previous years. (Reference Page 14)

5. The largest number of children were enrolled in remedial reading or other reading classes; however, mathematics was very popular. A significant decrease was noted in the number enrolled in cultural enrichment, art, physical education, music, natural science, and special education. (Reference Page 15)

6. The most popular supportive services provided by Title I were health, attendance, psychological, guidance, and social work. Significant decreases were noted in the number of children receiving food and library services. (Reference Page 16)

7. The amount of funds spent for instructional activities in rank order of major activities were: reading, preschool, mathematics, special activities for the handicapped, language arts, and physical education. Expenditures in rank order for major support services were: health, attendance, psychological, library, and guidance. (Reference Page 16)

8. The use of teacher aides has played a major role in the Title I Program. More than 4,000 teacher aides have been employed in either the regular or summer programs. This number has increased annually during the regular session. More teachers paid with Title I funds are used in the summer session than in the regular session. Forty-eight percent of the teacher aides used in the Title I program have had college training. (Reference Pages 17-18)

9. The educational achievement of children enrolled in Title I classes has been accelerated. Results of standardized test scores and subjective evaluations indicate that, in many instances, Title I pupils are achieving at a rate comparable to national and local norms and are gaining at least one month in grade equivalent for each month of instruction. Mathematics programs appear to have been most

successful during the regular term, while preschool programs were most successful during the summer term. Of equal importance has been the change in some children's attitude towards learning and society. These affective changes are measured best by the teacher and the pupils involved. (Reference Pages 21-22-23)

10. Established performance objectives were attained by 82.3 percent of the pupils involved. Approximately 60 percent of those completing standardized tests in reading and mathematics attained the objectives. Unrealistic objectives and the use of tests measuring eight months of instruction instead of nine months adversely affected the results shown in standardized tests. (Reference Pages 22-23)

11. Many local education agencies (LEA s) were assisted by consultants in evaluating their programs, and all measured their success objectively by the use of standardized tests. (Reference Page 20 & 24)

12. Title I classes have a much lower teacher-pupil ratio than other classes in the same schools. (Reference Page 15)

13. The greatest needs of disadvantaged children, according to LEA reports, are reading, language skills, and command of language. Teacher aides and the availability of teaching materials and equipment are believed to have contributed most to correcting these needs. (Reference Pages 18 & 19)

14. Parent participation has increased yearly since Title I programs first were initiated. Advisory committees exist in all LEA s and are having a greater impact upon Title I programs each year. During the 1973 fiscal year 1,442 parents served on Title I advisory committees. (Reference Page 11)

15. In-service training to prepare teachers to instruct educationally disadvantaged children is considered to be essential to the Title I program; more than $400,000 was spent for in-service training during the year. (Reference Page 20)

16. Many educational programs established by Title I have proven to be so successful that they have been dropped as Title I programs and, through the use of State and local funds, are being provided for all children in some school divisions. (Reference Page 25)

17. Special instruction was provided 1,363 delinquent children in institutions to improve skills and social attitudes necessary for good citizenship. (Reference Page 27)

18. Title I has provided special assistance for more than 2,000 handicapped children in public schools. (Reference Page 15)

19. The results of the Title I program for children of migrant workers are reported in a separate evaluation. (Reference Page 28)

20. The results of the Title I program for neglected and delinquent children are reported in a separate evaluation. (Reference Page 27)

State Education Agency Supervision and Administration of the Title I Program

The Title I Program in Virginia is administered and supervised by a Title I staff consisting of a director, three regional assistant supervisors, a supervisor for evaluation, and a supervisor for the migrant program. Other personnel include a grants advisor and accountant. Two assistant supervisors, formerly assigned to the Title I division to perform monitoring and audit functions, have been reassigned to an audit section reporting to the special assistant for federal programs.

The State is divided into four regions for supervisory purposes. Assistant supervisors of Title I have been assigned to three of the regions. The fourth region is supervised by other State office personnel. Each of the assistant supervisors has his office and residence located in his assigned region. This organization has improved communications and provided easy-to-obtain State assistance without the necessity of contacting the central office in Richmond.

Each regional supervisor prepares a monthly itinerary for visiting LEA s in his region. He reports the results of his visits to the state director of Title I. He also is required to submit to the State office detailed travel reports which are analyzed to determine the purpose and extent of visits to LEA s. A check

sheet has been prepared to be used when visiting a Title I program. This helps to standardize the quality of Title I programs and assures that all facets of the program are checked.

In addition to the visits made by regional supervisors, the state director and supervisor for evaluation have made frequent visits to local school divisions to provide assistance where it was needed. The average Title I program in Virginia was visited about four times during the past year by SEA Title I staff members. The number of visits made to a LEA depends upon the need.

Monitoring and audit teams operating under the supervision of the Title I director visited 44 LEA's. These teams consisted of from three to five members, a majority being LEA Title I coordinators.

The purpose of the visits to LEA s by supervisory staff members was to assist them in four general areas:

1. **Program Planning**
   This includes assistance in selecting target schools and appropriate program activities, making needs assessments, establishing advisory committees, and providing general information about the program. About 20 percent of the visits relate to program planning.

2. **Program Development**
   Program development includes assisting the local coordinator in preparing his project application, including equipment list, budgeting, establishing process and performance objectives, etc. About 20 percent of the visits relate to this area.

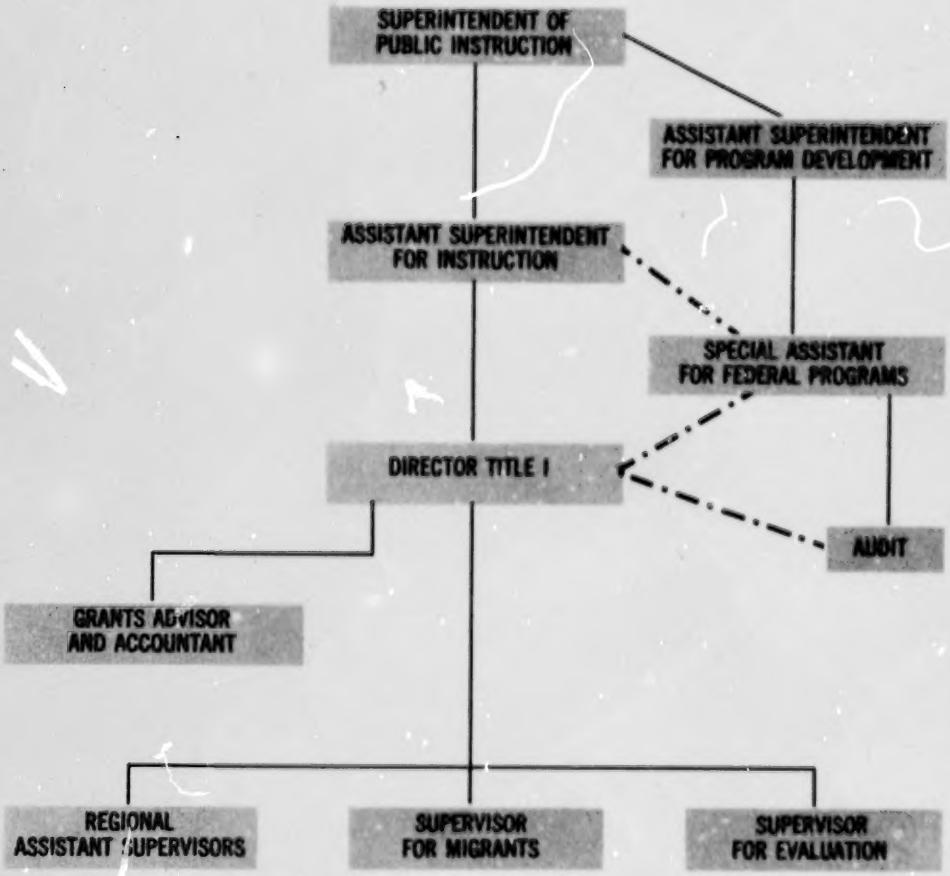
3. **Program Operation**
   This includes visiting projects in operation to observe their success, to assist in correcting weaknesses, and monitoring the programs to make certain that they comply with plans. About 40 percent of the visits are for this purpose.

4. **Evaluation**
   About 20 percent of these visits are to assure that adequate evaluation criteria have been established and appropriate measuring devices are being used during the operation of the project, and to assist in preparing the evaluation report.

In addition to visits to local projects by the State staff members, all LEA coordinators for Title I projects are contacted directly at least twice a year by the state director, evaluator, and regional supervisor at regional meetings. It also is significant that representatives of LEA s have visited the State office many times during the year.

Beyond the assistance provided by the State Title I staff, each LEA has been encouraged to contact the supervisors and specialists from all divisions of the Department of Education to help plan and operate their Title I projects. These specialists made 170 visits to the LEA s.

Present
Title I Organizational Structure



Comparability

In compliance with the comparability requirement, each LEA receiving Title I funds was required to submit to the State Title I office a report providing data to confirm that any school that was to receive Title I funds also had been allocated State and local funds comparable in amount to allocations to non-Title I schools. Data on number of pupils, number of instructional staff, and salaries of instructional staff were submitted for each Title I school. These data were then compared with averages obtained for all non-Title I schools.

Two basic criteria were used in determining comparability: the number of children per instructional staff member in each school, and the expenditure per pupil for salaries of those staff members. A third standard, relating to other instructional costs, was applied when schools were found to be not comparable according to the two basic criteria.

Much effort was devoted to meeting the comparability requirements. In-service training was provided in each of the four regions to emphasize the importance of the report and to clarify procedures to be followed in collecting and reporting the data required. All LEAs were required to submit a report, whether or not there were both non-target and target schools which could be compared. Twenty of the 128 LEAs which submitted reports were required to submit plans for achieving comparability prior to approval of their Title I programs. A consultant was employed to visit the LEAs that submitted plans to verify that planned reallocation of resources had actually been accomplished. Upon receipt of a letter from the consultant stating that comparability had been attained, final approval was given for use of Title I funds.

Corrective actions taken to attain comparability included employment of additional educational personnel, reassigning pupils to other schools, realigning target schools, and increasing State and local funds for educational materials and supplies.

Performance and Process Objectives

Title I programs were approved only if appropriate performance and process objectives had been established for each activity. The development of performance-oriented programs has resulted in a clearer understanding of what should be accomplished and has provided a valid method for measuring the success of the programs. It is easy to establish accountability when each activity is evaluated in terms of approved objectives.

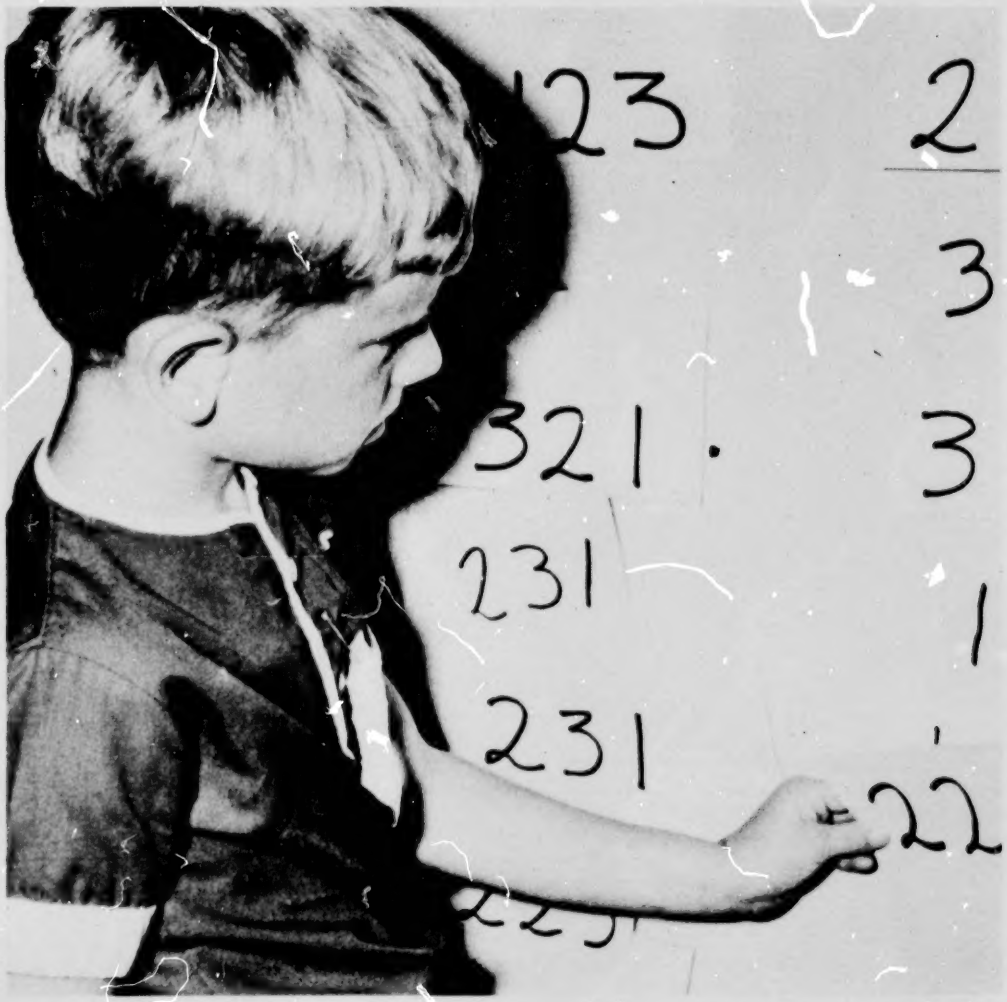
During the 1971-72 school year training was provided to help Title I personnel write objectives and establish evaluation designs to measure success in achieving the objectives. During the current school year additional training in "Management By Objectives" was provided by consultants. The effectiveness of this training was reflected in the quality of Title I program applications and in the evaluation of activities. The training of Title I personnel in "Management By Objectives" not only has helped the Title I program, but has contributed to development of performance objectives as required by the State's standards of quality for public schools.

As a means of determining the relationship of the Title I training program with the standards of quality, each school division was asked to indicate to what extent the Title I training in process and performance objectives assisted in accelerating the standards of quality. The following responses were obtained from 123 divisions:

Very helpful	**47**
Helpful	**50**
Some help	**21**
No help	**5**

The following number of objectives were established by LEA s during the winter Title I program:

Performance Objectives	**1,369**
Administrative Process Objectives	**1,608**
Instructional Process Objectives	**969**
Support Process Objectives	**515**



Parent Involvement

An advisory committee has been established for all Title I programs, and parents are involved in planning, operating and evaluating the program.

The greatest contribution made by the advisory committees centers on two areas: (1) Developing Title I programs that are more closely related to the needs of the children and the community; (2) Greater support and understanding of the program by parents and the community. The members of the committees are provided Title I guidelines, kept abreast of what the program is doing, and made to feel that they are a part of the effort to accelerate the learning of their children. As a result of their activities; many parents have now become supporters rather than "doubters" of the Title I program.

The statistical data below are indicative of the effectiveness of advisory committees and participation of parents in the Title I program in Virginia.

Number of Advisory Committees	**133**
Number of Committee Meetings	**530**
Number of Parents Serving on Advisory Committees	**1,442**
Number of Hours Devoted to Advisory Purposes	**8,350**
Number of Visits By Parents to Classrooms	**10,337**
Number of Conferences with Teachers	**18,980**
Number of Times School Personnel Contacted Parents About Pupils	**16,988**
Number of Parents Attending Parents Days, etc.	**18,083**
Number of Parents Who Volunteered to Assist in Title I Program	**4,870**
Unduplicated Count of Parents Participating in Activities Related to the Title I Program	**24,751**
Number of Process Objectives Established for the Parents Advisory Committees	**308**

Regional assistant supervisors closely monitored the performance of advisory committees throughout the year. This was accomplished by attending advisory committee meetings and reviewing the minutes of each meeting. LEA's are required to keep on file the minutes of all meetings.

Needs Assessment

Needs assessments were emphasized through in-service training of Title I coordinators. The LEA s exerted much effort in preparing needs assessments which justified program activities. Many of the LEA s used consultants to prepare in-depth assessments when local capabilities did not exist.

Needs assessment data must be submitted with each program application. These data must support the selection of activities included in the application, otherwise the program is not approved. To further assure that appropriate needs exist and have been documented, a section of the evaluation report submitted by LEA s pertains to the needs assessment.

As a result of in-service training, supervision, program application preparation, and evaluation the needs assessments were much improved over previous years.

Monitoring and Audit

The Title I monitoring program established during the previous year has been one of the most constructive actions taken to improve the quality of the Title I program in Virginia.

The primary purpose of the monitoring and audit team is to examine, in depth, the total Title I program at the local level to identify weaknesses and strengths of the program. This on-site visit includes examination of program planning, development, operation, financing, and evaluation.

The LEA s have been most receptive to this program and it has had a constructive impact on Title I. Perhaps the greatest contribution is that every Title I coordinator who serves on the monitoring and audit team identifies problems in one LEA which also apply to his own program. This results in a number of Title I programs being affected by the monitoring of each program.

The monitoring teams, as originally organized, operated during part of the 1973 fiscal year. The major functions of these teams now have been replaced by an audit section which is directly responsible to the special assistant for federal programs and which audits Title I and other federal programs.

Each LEA visited by the monitoring team was asked to indicate the degree of assistance given. The answers were as follows:

Very helpful	**29**
Helpful	**19**
Some help	**1**
No help	**0**

Dissemination

The dissemination of information about the Title I program in the LEA s and throughout the State is of great importance in obtaining the support of parents and community. Dissemination also encourages program development and evaluation.

LEA s report the following dissemination activities:

Media & Devices	**No. LEAs Participating**
Newspaper articles	120
Radio	59
Television	17
Newsletters	55
Letters to parents	68
Formal reports to school boards, etc.	70
Other	49

Dissemination Process Objectives Established	320
Dissemination Process Objectives Accomplished	285

Evaluation Summary-Data

THE EXTENT OF THE TITLE I PROGRAM IN VIRGINIA FISCAL YEAR 1973

Projects Approved	195
Projects Completed	195
Number LEA s Participating	133
During Regular Term Only	71
During Summer Term Only	0
During Both Regular & Summer Term	62
Number Pupils Participating in	
Regular Session	112,947
Summer Session	27,894
Unduplicated Count of Pupils Participating	136,257
Cost Per Pupil	$234.64
Total Funds Spent in Virginia at LEA Level (including carry-over)	*31,972,535.58

***From Fiscal Records**

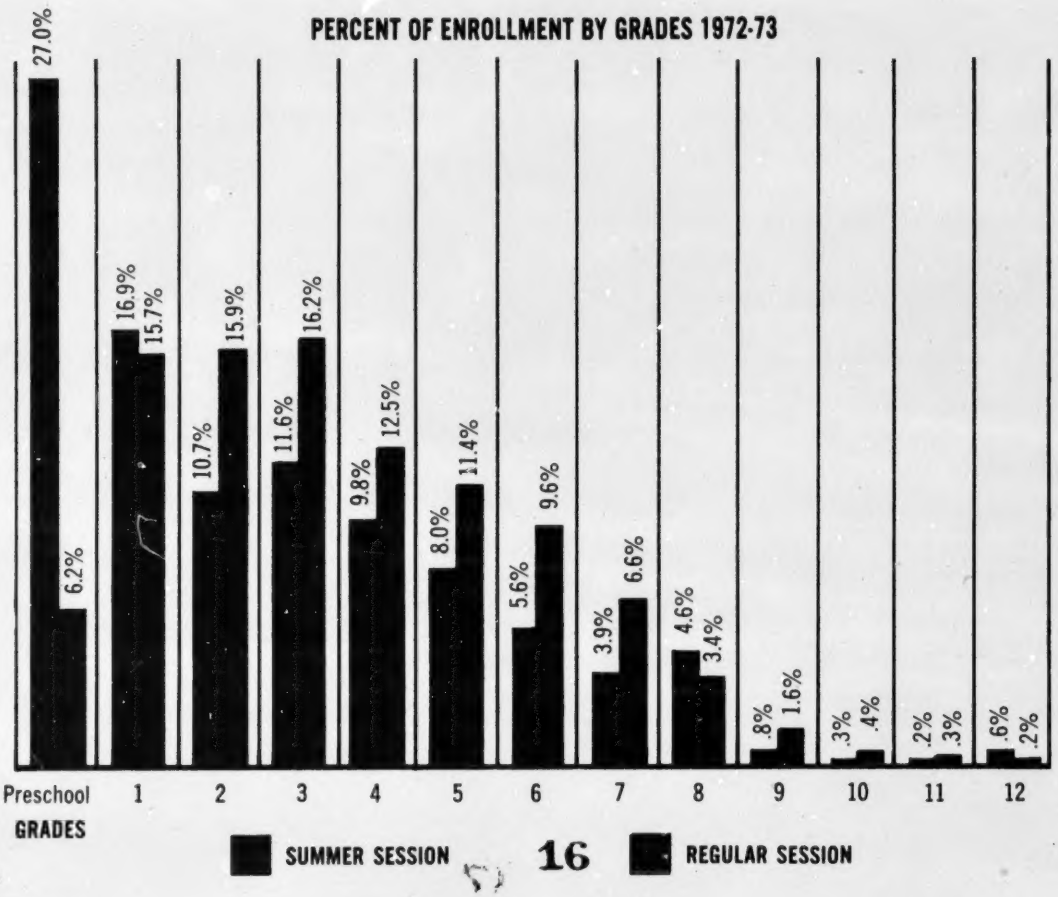
CHARACTERISTICS OF TITLE I COMMUNITIES

Type of Community	**No.**
Rural	91
Urban	27
Suburban	11
Principal Source of Income	
Industry	58
Agriculture	48
Services	23

PERCENT OF CHILDREN ENROLLED BY ETHNIC OR RACIAL CHARACTERISTICS IN TITLE I CLASSES

White	46.2%
Negro	53.2%
American Indian	.2%
Oriental, Puerto Rican, Mexican-American	.1%
Other	.3%

PERCENT OF ENROLLMENT BY GRADES 1972-73



NUMBER OF CHILDREN PARTICIPATING BY SELECTED INSTRUCTIONAL ACTIVITY

INSTRUCTIONAL ACTIVITIES	REGULAR SESSION	SUMMER SESSION
Art	4,263	730
Cultural Enrichment	2,810	651
English-Reading	65,362	5,690
English-Language Arts	7,405	1,486
Physical Education & Recreation	7,716	2,371
Home Economics	1,880	—
Industrial Arts	345	—
Mathematics	22,720	2,392
Music	6,161	300
Natural Science	34	444
Social Science	297	38
Special Activities For Handicapped	1,795	300
Pre-K and Kindergarten	5,404	8,889

AVERAGE CLASS SIZE

AVERAGE SIZE TITLE I CLASSES

AVERAGE SIZE NON-TITLE I CLASSES

YEAR	
1969-70	27.0
1970-71	26.6
1971-72	26.6
1972-73	25.

APPROXIMATE COST OF SELECTED TITLE I ACTIVITIES REGULAR AND SUMMER SESSION

ACTIVITIES	
INSTRUCTIONAL	**COST**
Art	$ 149,726
Cultural Enrichment	$ 253,694
English (language arts, and other)	$ 960,187
Home Economics	$ 199,848
Industrial Arts	$ 46,085
Mathematics	$ 1,932,662
Music	$ 230,913
Natural Science	$ 23,680
Physical Education & Recreation	$ 362,557
Preschool	$ 3,135,646
Reading	$ 11,028,146
Social Science	$ 32,744
Special Activities For Handicapped	$ 1,780,677
SUPPORT SERVICE (for winter session only)	
Attendance	$ 442,299
Clothing	$ 71,173
Food	$ 39,241
Guidance & Counseling	$ 228,680
Health (Medical & Dental)	$ 715,955
Library	$ 231,972
Psychological	$ 293,108
School Social Work	$ 224,117
Speech Therapy	$ 56,174
Transportation	$ 31,830

NUMBER OF STAFF POSITIONS FUNDED WITH TITLE I FUNDS AT DIVISION LEVEL FULL OR PART-TIME

REGULAR SESSION

ACTIVITY ASSIGNMENT	NUMBER POSITIONS	ACTIVITY ASSIGNMENT	NUMBER POSITIONS
Teachers-Kindergarten or Equivalent	209	Psychologists	35
Teacher-Elementary	883	Testing	37
Teachers-Secondary	110	Social Work	18
Teachers-Handicapped Classes	192	Attendance	58
Teacher Aides	2,621	Nurses	93
Librarians	25	Physicians	2
Library Aides	38	Dentists	1
Supervision	100	Clerical	178
Direction and Management	104	Other Professional	60
Counseling	18	Other Non-Professional	238

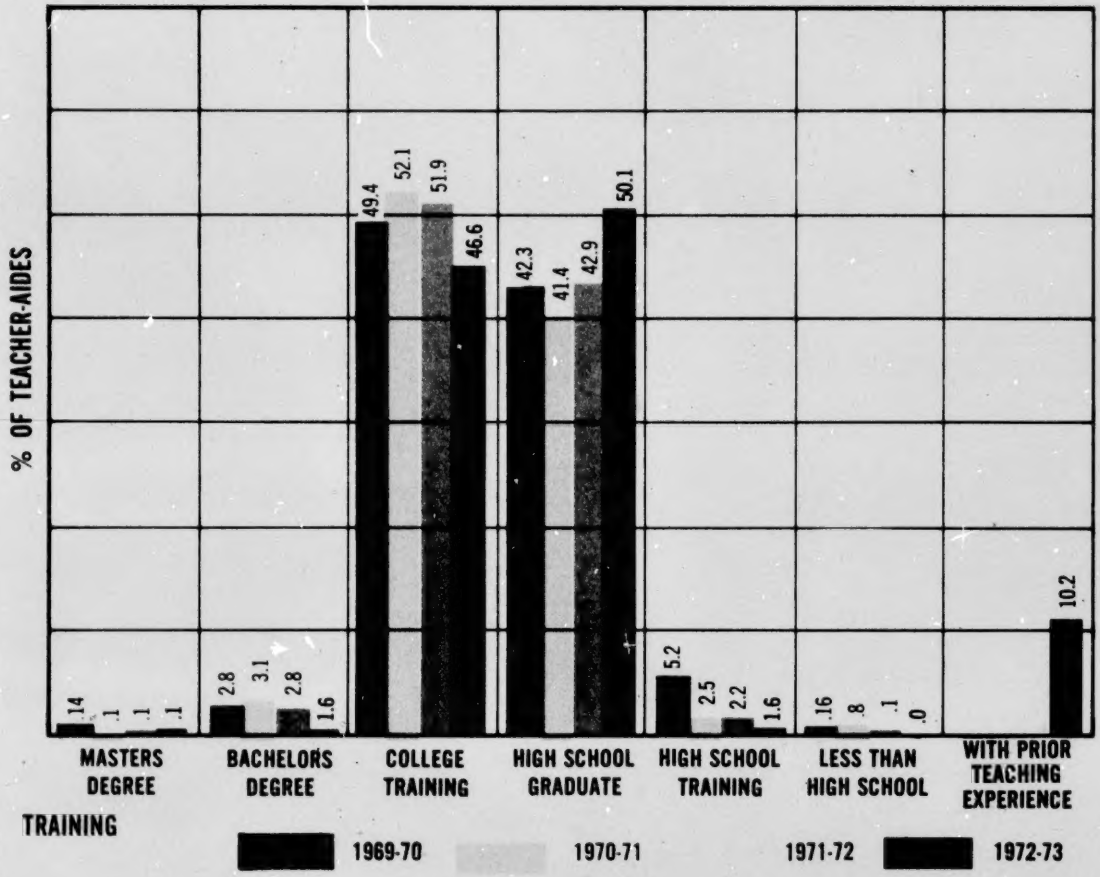
SUMMER SESSION

ACTIVITY ASSIGNMENT	NUMBER POSITIONS	ACTIVITY ASSIGNMENT	NUMBER POSITIONS
Teachers	1,765	Social Workers	11
Teacher Aides	1,409	Counselors	9
Library Personnel	36	Psychologists	6
Supervisors	105	Nurses	30

PERCENT OF INSTRUCTIONAL STAFF ENGAGED IN READING AND MATH

Reading ..... 48.2 Math 14.0

QUALIFICATIONS OF TEACHER AIDES



FACTORS WHICH CONTRIBUTED MOST TO ACCOMPLISHING OBJECTIVES

RANK					
1968-69	1969-70	1970-71	1971-72	1972-73	
2	1	2	2	2	Use of better educational equipment and supplies
1	2	1	1	1	Use of teacher aides
3	3	3	3	3	Reduced size of classes and teacher load
—	—	—	—	8	Assistance of advisory council
5	—	—	7	7	Increased supervision
6	4	4	4	4	In-service training
—	5	5	5	5	Use of specialists and consultants
—	6	7	—	6	Parental support
—	—	6	6	9	Quality of facilities

MOST PRESSING EDUCATIONAL NEEDS OF DEPRIVED CHILDREN

RANK BY YEAR

1968-69	1969-70	1970-71	1971-72	1972-73	
1	1	1	1	1	Inadequate reading development
2	5	5	4	6	Special training for handicapped children
3	2	2	5	2	Inadequate command of language
4	3	4	3	5	Inadequate cultural and social development
5	4	3	2	4	Inadequate preschool experience
6	—	7	—	7	Poor health
—	6	6	6	3	Inadequate knowledge of mathematics

PUPIL, TEACHER, PARENT, AND COMMUNITY REACTION TO AREAS OF TITLE I

	PERCENT OF PROJECTS REPORTING AS:				
Areas of Title I	Poor	Fair	Good	V Good	Excellent
Pupil Interest and Participation in Project	1.6		19.2	48.8	30.4
Pupil Needs Being Met Through Project		.8	23.2	52.8	23.2
Teacher Aides Contribution to the Project			11.7	30.3	58.0
Contribution of Title I Procured Equipment		1.6	18.7	36.6	43.1
School Faculty's Attitude Towards Project		2.5	30.9	48.8	17.8
Private Schools Attitude Towards Project Involvement	16.0	16.0	32.0	28.0	8.0
Parents (low income) Appreciation of Project	1.7	2.5	28.1	45.4	22.3
Contribution to Total Education Program			17.1	55.3	27.6

USE OF TITLE I FUNDS FOR IN-SERVICE TRAINING OF TITLE I PERSONNEL DURING THE REGULAR SESSION

	NUMBER OF TEACHERS	OTHER EDUCATORS	TEACHER AIDES	TOTAL COLLEGE CREDIT HOUR RECEIVED	APPROXIMATE COST
Attended College Classes	67	40	60	407	$ 10,989
Attended Local Classes (92) for College Credit	349	104	492	1,052	$ 69,266
Workshops of Five (5) or More Hours	2,186	691	872	—	$157,103
Short-Term Instruction	1,522	206	450	—	$ 26,604
Visits to Other Divisions and Activities	559	776	143	—	$ 12,133
Special Teacher Aide Instruction	355	53	1,607	—	$ 10,634
Other Instruction	1,969	311	997	—	$ 21,242
				TOTAL	$307,971

Number Hours of Joint Teacher Aide-Teacher In-Service Training 22,289

IN-SERVICE TRAINING OF TITLE I PERSONNEL DURING THE SUMMER SESSION

Number of Teachers and Professionals Trained	1,897
Number of Teacher Aides Trained	785
Approximate Cost of In-Service Training	$104,282
TOTAL COST OF REGULAR AND SUMMER IN-SERVICE TRAINING	$412,253

EVALUATION METHODS OR DEVICES USED

EVALUATION INSTRUMENT USED	% OF LEA USING
Standardized Achievement Test	100
Ability Test	40.6
Diagnostic Tests	44.5
Other Published Tests	18.0
Locally Prepared Tests	36.7
Teacher Observations	60.9
Anecdotal Records	29.6
Sociograms	2.3
Questionnaires	30.5

The following figures reflect the average gain in months, per month of instruction, for Title I pupils as determined by the results of pretest and posttests, using the two most commonly used standardized tests.

READING (27,966 students tested)

Grade	Gain Test No. 1	Gain Test No. 2
2	.87	.87
3	1.0	.87
4	1.0	1.00
5	.87	1.10
6	1.0	1.00
7	.87	1.10
8	1.1	1.10
Mean gain per month of instruction	.96	1.0

Comparable data suggests that these students had a mean gain of .68 months in grade equivalent per month of instruction prior to Title I instruction during 1973, indicating that the Title I instruction accelerated learning by more than three months during the school year.

MATHEMATICS (13,406 students tested)

Grade	Gain Test No. 1	Gain Test No. 2
2	1.62	1.0
3	1.75	.87
4	1.1	1.1
5	1.5	1.25
6	2.1	1.1
7	1.37	1.0
8	1.37	1.75
Mean gain per month of instruction	1.54	1.15

Comparable data suggest that these students had a mean gain of .72 months in grade equivalent per month of instruction prior to this year's Title I instruction, indicating that the Title I instruction accelerated learning by over four months during the school year.

HOW SUCCESSFUL WAS TITLE I IN MEETING ESTABLISHED OBJECTIVES

Performance objectives were established for each instructional activity during the 1972-73 school session. In addition, process objectives were established for administration, instruction, and support activities.

The degree to which these objectives were accomplished follows:

PERFORMANCE OBJECTIVES

Number of performance objectives established	1,369
Percent of students meeting or exceeding the objectives	82.3

ADMINISTRATIVE PROCESS OBJECTIVES

Number of administrative objectives established	1,608
Number of administrative objectives accomplished	1,534
Percent of objectives accomplished	95.3

INSTRUCTIONAL PROCESS OBJECTIVES

Percent of process objectives implemented as planned	36.1
Percent of process objectives implemented but with late completion date	27.0
Percent of process objectives partially implemented	22.9
Percent of process objectives not implemented	14.0

SUPPORT PROCESS OBJECTIVES

Percent of process objectives implemented	82.5
Percent of process objectives implemented but with late completion date	6.2
Percent of process objectives partially implemented	4.9
Percent of process objectives not implemented	1.4

ACCOMPLISHMENT OF PERFORMANCE OBJECTIVES IN READING AND MATHEMATICS AS MEASURED BY STANDARDIZED TESTS

The following is an example of a performance objective established for mathematics.

"Upon completion of the school year, the Title I third-grade students will demonstrate at least one month gain for each month of instruction in the comprehension of arithmetic concepts as measured by the arithmetic concepts subtest of the Comprehensive Test of Basic Skills, Form Q level 1."

Percent of students meeting or exceeding the objectives by grade, as measured by standardized tests:

GRADE	% MEETING OBJECTIVES
1	57.0
2	58.1
3	64.0
4	60.1
5	61.5
6	Data Not Available
7	56.4
8	52.4

GRADE	% MEETING OBJECTIVES
1	66.8
2	61.6
3	61.9
4	59.6
5	61.2
6	59.3
7	58.0
8	44.7

It has been observed that during the first year of evaluation of performance objectives many objectives were not appropriate to the situation, and the measurement of attainment was determined by less than the full instructional year between pre- and post-tests. In a majority of the cases, the interval between test was eight months, and the gain shown by these tests showed the gain in eight months rather than for the total instructional program.

TITLE I SUCCESS AS DETERMINED SUBJECTIVELY BY THE LEA's

SUBJECTIVE EVALUATION

Each LEA was asked to rate subjectively the success of their Title I programs. The responses were as follows:

Extremely Successful	27%
Successful	71%
Unsuccessful	2%

MISCELLANEOUS DATA OF INTEREST

EQUIPMENT

Percent of Funds Spent for Equipment at Local Level
By Year

1970	1971	1972	1973
2.6	2.3	1.7	.9

NUMBER OF CONSULTANTS USED TO HELP EVALUATE THE TITLE I PROGRAM 37

	1970-71	1971-72	1972-73
Number of Requests for Assistance	253	332	667
Number Visits to Assist Title I projects	231	328	170
*Activities	Number of Visits		
Language Arts, Reading, etc.	35	36	27
Special Education	33	43	25
Teacher Aide Training	12	9	2
Mathematics	10	10	12
In-Service Training	8	7	3
Physical Education	7	7	1
Kindergarten	10	14	9
Industrial Arts	4	5	5
Food Program	6	3	3
Cultural Enrichment	4	9	
Psychological Services		9	3

*Includes only activities most frequently visited

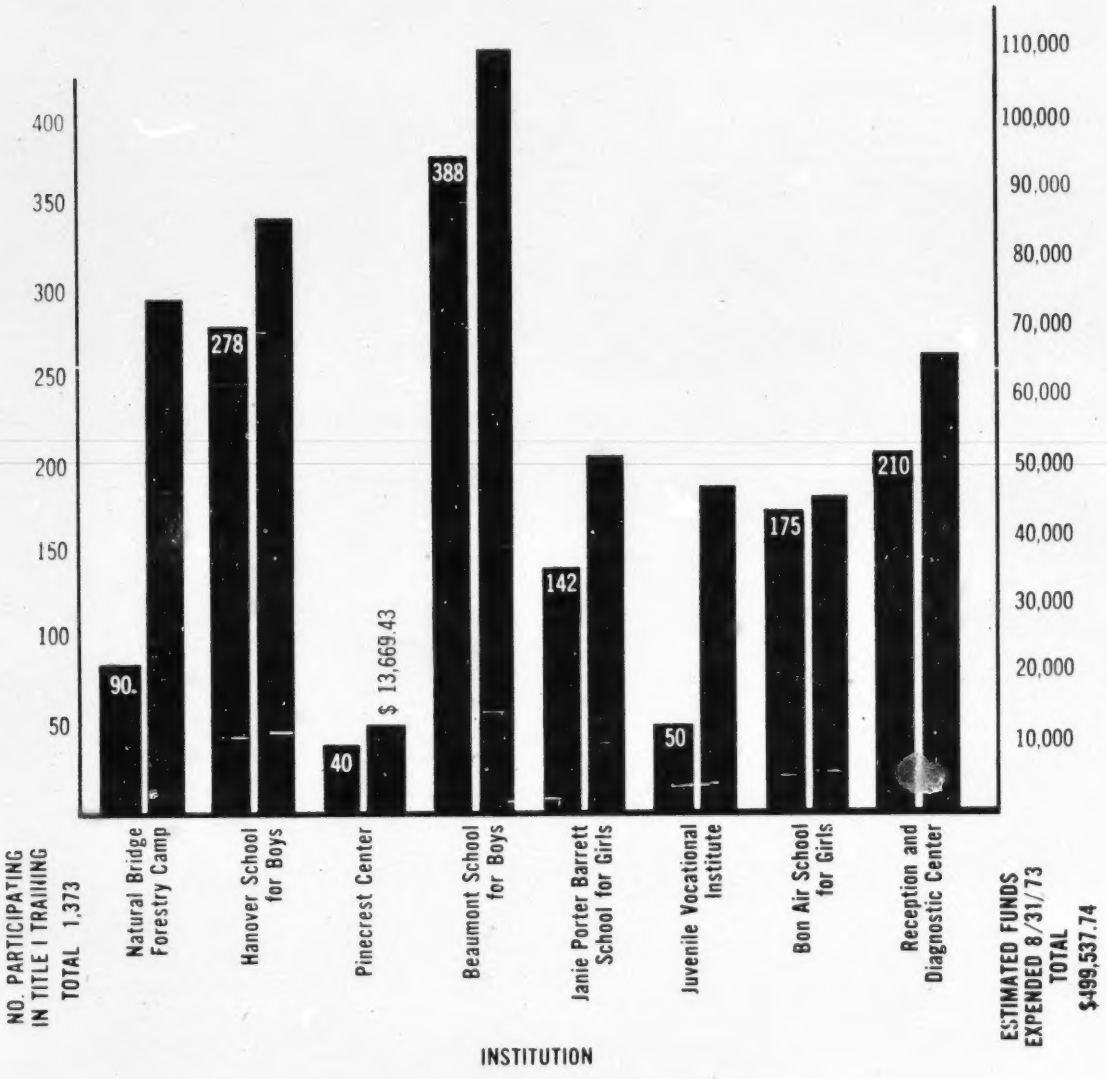
ACTIVITIES ORIGINALLY PROVIDED BY TITLE I NOW PROVIDED DIVISION-WIDE

All Title I activities were planned to provide additional assistance to eligible children. The success of many Title I activities has impressed some LEAs to the extent that this instruction has been made available to all children. This permitted Title I funds to be used for other needed activities since State and local funds must be used when instruction is provided all children in the division.

Activities formerly provided by Title I which now are provided division-wide from other funds are:

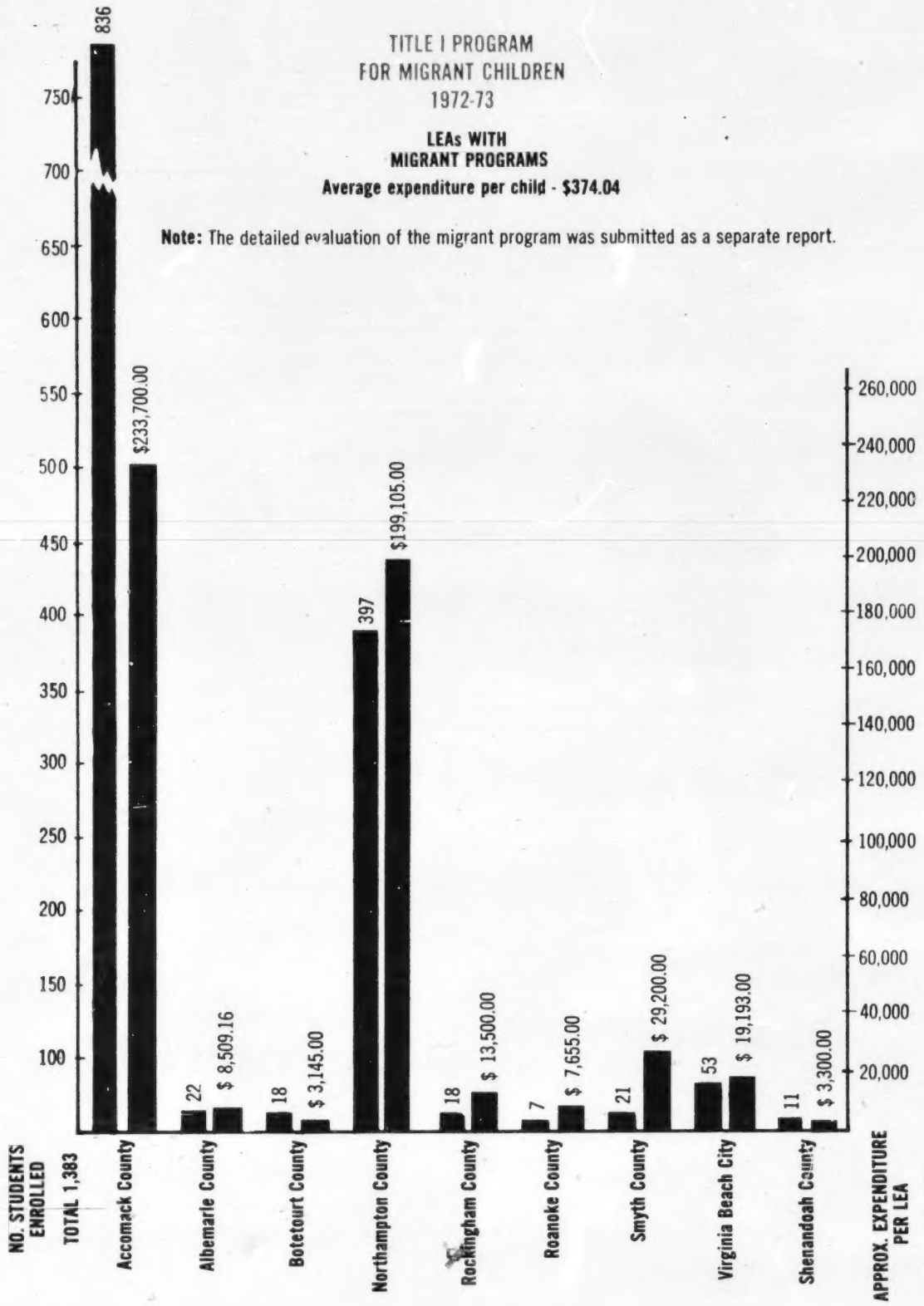
- Art
- Business Education
- Cultural Enrichment
- Language Arts
- Reading
- Industrial Arts
- Kindergarten
- Mathematics
- Music
- Physical Ed./Recreation
- Psychological Services
- Library Services
- Speech Therapy
- Special Ed. for Handicapped
- Health Services
- Teacher Aides
- Food
- Clothing
- Other

TITLE I ACTIVITIES FOR DELINQUENT CHILDREN LIVING IN INSTITUTIONS



Average expenditure per child - $363.83

Note: The detailed evaluation of this program was submitted as a separate report.


TITLE I PROGRAM
FOR MIGRANT CHILDREN
1972-73
LEAs WITH
MIGRANT PROGRAMS
Average expenditure per child - $374.04
Note: The detailed evaluation of the migrant program was submitted as a separate report.
NO. STUDENTS ENROLLED
TOTAL 1,383
APPROX. EXPENDITURE PER LEA
TOTAL $517,307.16
Accomack County
836
$233,700.00
Albemarle County
22
$ 8,509.16
Botetourt County
18
$ 3,145.00
Northampton County
397
$199,105.00
Rockingham County
18
$ 13,500.00
Roanoke County
7
$ 7,655.00
Smyth County
21
$ 29,200.00
Virginia Beach City
53
$ 19,193.00
Shenandoah County
11
$ 3,300.00
750
700
650
600
550
500
450
400
350
300
250
200
150
100
260,000
240,000
220,000
200,000
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000